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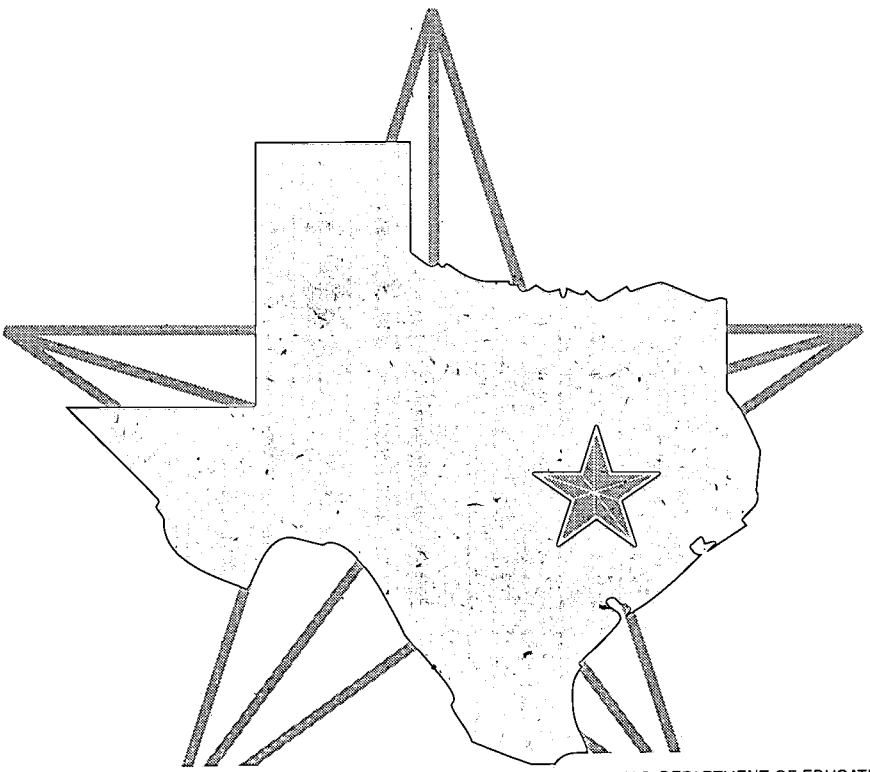
ABSTRACT

This document presents the Texas STaR (School Technology and Readiness) Chart, designed to help school districts determine their progress toward meeting the goals of the Texas Long-Range Plan for Technology. The chart provides indicators for four levels of progress (i.e., early, developing, advanced, or target technology) in the following focus areas: (1) teaching and learning, including the impact of technology on teacher role and collaborative learning, patterns of teacher use, frequency/design of instructional setting using digital content, curriculum areas, technology applications TEKS assessment, and patterns of student use; (2) educator preparation and development, including content of training, capabilities of educators, leadership and capabilities of administrators, models of professional development, levels of understanding and patterns of use, and technology budget allocated in technology professional development; (3) administration and support services, including vision and planning, technical support, instructional and administrative staffing, budget, and funding; and (4) infrastructure for technology, including students per computer, Internet access connectivity/speed, distance learning, local/wide area networks, and other technologies. The document also includes uses for the STaR Chart, instructions for developing a STaR profile, a glossary, educator certification and professional development standards, a list of related World Wide Web sites, information on the Educational Technology Advisory Committee, and a STaR Chart summary. (MES)

2001
Texas STaR Chart

a Tool for Planning and Assessing
School Technology and Readiness
aligned with the
Texas Long-Range Plan for Technology

FIELD TEST



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Year 1 Draft Developed by the Educational Technology Advisory Committee for field testing during Spring of 2001
Educational Technology Division
Texas Education Agency

Educational Technology Advisory Committee (ETAC) 1999-2001

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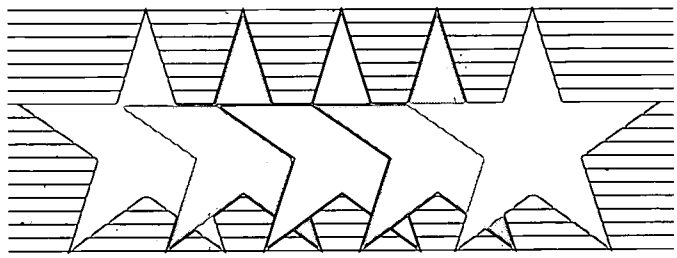
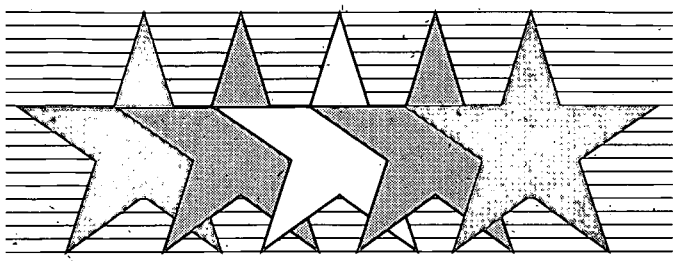


The Texas STaR Chart

Table of Contents

The Educational Technology Advisory Committee would like to thank the CEO Forum for allowing us to adapt the CEO Forum STaR Chart to meet the needs of Texas educators as we strive to provide students with the skills they need to be contributing citizens and productive workers in the 21st Century and beyond.



TO: **All District Administrators**

FROM: **The Educational Technology Advisory Committee (ETAC)**

SUBJECT: **The Texas STaR Chart**

DATE: **January 2001**

The Texas Education Agency Educational Technology Advisory Committee (ETAC) proudly announces a new on-line resource tool for self-assessment of your district's efforts to effectively integrate technology across the curriculum.

The Texas School Technology and Readiness (Texas STaR) Chart models the national CEO Forum STaR Chart in structure and draws measures from a variety of national and statewide technology guidelines. It establishes a clear framework for measuring how well schools are prepared to equip students with the knowledge and skills they need to thrive in today's information technology economy.

The Texas STaR Chart and the accompanying STaR Chart Summary form produce a profile of your district's status toward reaching the goals of the Texas Long-Range Plan for Technology (TLRPT). The profile indicators place your district at one of four levels of progress in each key area of the TLRPT: Early Tech, Developing Tech, Advanced Tech, or Target Tech. It is a tool designed for use in technology planning, budgeting for resources, grant application and evaluation of progress in local technology projects.

We invite you to participate in a statewide field test of the Texas STaR Chart by completing the survey on-line at www.tea.state.tx.us/technology/etac/txstar by April 15, 2001. The on-line assessment tool generates printed reports containing charts, graphs, and information that may be used as a basis for dialogue with staff, administrators, technology directors, school board members and community leaders to plan for future growth. This printed version of the Texas STaR Chart materials is provided for your reference.

This data will not be used as an evaluation measure of individual districts. However, your data will be compiled with those of other districts to provide an overall picture of the state of technology in Texas. Additional statewide aggregated data will be available in the Fall of 2001.

The Educational Technology Advisory Committee would like to thank you for taking the time to complete the on-line chart. We trust that this will be a valuable tool for you to use as you implement technology in your district.

Texas STaR Chart:
A Tool for Planning and Assessing School Technology and Readiness

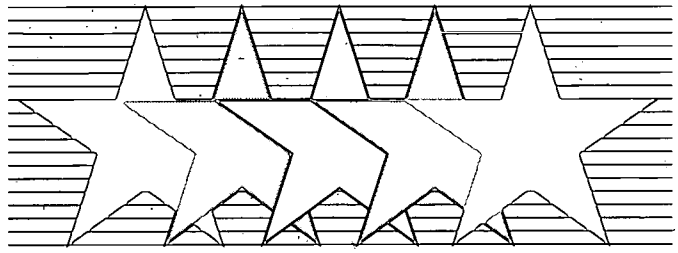
The Texas STaR Chart, patterned after the CEO Forum's STaR Chart, has been developed around the four key areas of the Texas Long-Range Plan for Technology, 1996-2010: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology. The Texas STaR Chart is designed to help districts determine their progress toward meeting the goals of the Long Range Plan for Technology as well as meeting the goals of their district. The Texas STaR Chart will also assist in the measurement of the impact of the state and local efforts to improve student learning through the use of technology.

The Texas STaR Chart will Help School Districts Answer Some Critical Questions

1) What is your district's current educational technology profile?
2) What evidence can be provided to demonstrate the district's progress in meeting the goals of the Long Range Plan for Technology?
3) What areas should your district focus on to improve its level of technology integration to ensure the best possible teaching and learning?

The Texas STaR Chart Can Be Used

- ☆ To create and/or update the district's Technology Plan.
- ☆ To set benchmarks and goals. Districts may use the chart to identify current education technology profiles, establish goals, and monitor progress.
- ☆ To create individualized assessment tools. Education administrators and policymakers may use the Texas STaR chart as the basis for technology assessments and to evaluate varied perspectives of different staff and clientele.
- ☆ To apply for grants. The Texas STaR chart will help schools identify their educational technology needs as they apply for grants
- ☆ To determine funding priorities. Education administrators and policymakers can use the Texas STaR chart to determine where to allocate funds.
- ☆ To use the Texas STaR Chart for a historical perspective. Districts can complete the survey on-line and then use the profile annually to gauge the district's progress. The data can be reported to school boards, community, campus or district planning committees to gauge progress and align with national and state standards.



Developing a District Texas STaR Chart Profile

The printed STaR Chart materials may be used for discussion and collection of data. The on-line STaR Chart provides a district report that includes charts, graphs, and a customized STaR Chart. Use the instructions below and those on-line at the web site to develop your district STaR profile.

1 The Texas Long-Range Plan for Technology identifies four Key Areas: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology.

2. Each Key Area is divided into Focus Areas. Within each Focus Area, indicators are provided for assessing the district's Level of Progress. It is possible that the district may have indicators in more than one Level of Progress. Select the one Level of Progress that best describes your district.

3. In order to generate summary charts and graphs, complete the on-line Texas STaR chart at www.tea.state.tx.us/technology/etac/txstar

4. The Texas STaR Chart materials contained in this document may be used to collect and record district data.

The Texas STaR chart is a tool to help Texas school districts develop their own long-range technology plan aligned with the Texas Long-Range Plan for Technology. Districts can use this data to perform a needs assessment, judge progress, set benchmarks and goals, determine funding priorities, provide information for technology planning, and measure the impact of state and local efforts to improve student learning through the use of technology. Districts will be able to view this data by district, region, district size, and district type (urban, rural, etc.). This data will not be used as an evaluation measure of individual districts.

"Change is
either a force to be feared
or an opportunity to be seized.
The choice is ours."

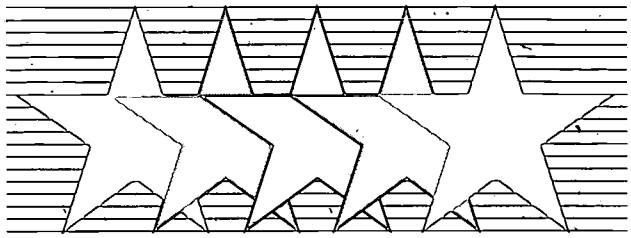
Dr. Janet Lapp
The Change Letter
A Common Sense Guide to Change

"The Texas STaR Chart
is a document for
bringing our schools into the
New Millennium,
and for giving our children
the skills they need
to reach for the stars."

Landon Shultz
ETAC Member

"We must prepare
learners for their future,
not our past."

David Thornburg



THE TEXAS CHALLENGE

The world is different, and never in our history has success of the State and her citizens been so tightly linked to ongoing learning. If social, intellectual, and economic opportunities of the Digital Age are to be shared by all Texans, our citizens—and especially our young citizens—must be guaranteed an excellent 21st Century education.

Texas' Long-Range Plan for Technology, (TLRPT) 1996-2010 organizes recommendations for effective integration of technology in schools within four major categories, and there are clear challenges in each area. The four categories are: Teaching and Learning, Educator Preparation and Development, Administration and Support Services, and Infrastructure for Technology

Challenges in Teaching and Learning

The traditional model of schooling, with the teacher choosing what is to be learned and then serving as the source of knowledge, and with the student acting as the receiver of that knowledge, is not adequate for 21st Century, world-class education. Roles of teacher and learner must change. In the Digital Age the sheer volume of information means that Texas students cannot be passive recipients of instruction; rather, Texas students must become active participants in the learning process. It is vitally important now that students know where and how to find content relevant to their needs and how to be sure their sources are credible. It is important that our students, gain skills for collaboratively constructing, using, and communicating the knowledge they need for a chosen task, project, or learning pursuit. Learning and teaching must be different.

Information and communications technologies empower learners to undertake authentic projects for learning and productivity even in early grades. These technologies make possible collaboration of diverse work and learning groups and provide access to rich resources and expertise previously unavailable. Indeed, these technologies enable us to envision learning and student productivity that extends far beyond the walls of the classroom and far beyond the rigidity of traditional school schedules. How we move traditional learning and teaching from teacher to student to a system empowering citizens for a global and digital world of information is our challenge in teaching and learning. This transformation is not a simple undertaking, but it is one that must occur if we are to prepare young Texans for their futures.

"Learning and teaching must be different."

"...we must also prepare teachers far differently for significantly different roles, different kids, and different tools..."

Challenges in Preparation and Development of Educators

Preparing teachers and administrators to effectively facilitate and manage 21st Century learning in technology and information rich settings involves radical retooling of the existing professional core of our educational system. Securing time, resources, and effective models for educator professional development presents a tremendous challenge to our state and to the entire nation. That professional development carries the urgent charge of supporting - indeed of catalyzing - the move from traditional schooling to 21st Century schooling brings that challenge to a new and very demanding level.

As the "baby boom" educators move into retirement, it will be our systems of teacher and administrator preparation that must fuel education of young Texans with qualified and skilled personnel. The number of new teachers and administrators Texas will need within the next decade based on student growth and projected retirements is alarming. That we must also prepare teachers far differently for significantly different roles, different kids, and different tools and resources presents the PK-12 community and teacher preparation institutions with the greatest challenges in their history.

THE TEXAS (STaR) CHART

KEY AREAS:	TEACHING AND LEARNING					
FOCUS AREAS: / LEVELS OF PROGRESS	(A) The Impact of Technology on Teacher Role and Collaborative Learning	(B) Patterns of Teacher Use	(C) Frequency/ Design of Instructional Setting Using Digital Content	(D) Curriculum Areas	(E) Technology Applications TEKS Assessment	(F) Patterns of Student Use
I. Early Tech	Teacher-centered lectures Students use technology to work on individual projects	Use technology as a supplement	Weekly Computer labs only; scheduled use only	Restricted to technology skills classes	Some but not all grade level benchmarks met	Irregular basic tool use and drill and practice, integrated learning labs
II. Developing Tech	Teacher-directed learning Students use technology for cooperative projects in their own classroom	Use technology to streamline administrative functions	3-4 times per week Labs, libraries, some classroom; flexible scheduling	Use of technology is minimal in foundation subject TEKS	PK-12 and at least four high school courses offered	Regular individual use; access information resources; use technology for communication and presentation projects
III. Advanced Tech	Teacher facilitated learning Students use technology to create communities of inquiry within their own community	Use technology for research, lesson planning, multimedia and graphical presentations and simulations, and to correspond with experts, peers, and parents	Daily, with activities organized by grade, discipline, or classes Labs, libraries, all classrooms and some portable technology; flexible scheduling	Integrated into subject area TEKS and activities are separated by grade, discipline, or classes	PK-12 and more than four high school courses offered Benchmarks established PK-12	Work with peers and experts, evaluate information, analyze data and content in order to problem solve
IV. Target Tech	Student-centered learning, teacher as mentor/ facilitator with national/ international business, industry, university communities of inquiry	Integration of evolving technologies transforms the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity and content production	Seamlessly integrated throughout all classes and subjects on a daily basis	Integral to all content area TEKS and integrated on a daily basis	PK-12 and all high school courses offered, or included as new courses developed as local elective or included as independent study course	Work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems Communicate effectively with a variety of audiences

School Technology and Readiness

EDUCATOR PREPARATION AND DEVELOPMENT					
(G) Content of Training	(H) Capabilities of Educators	(I) Leadership and Capabilities of Administrators	(J) Models of Professional Development	(K) Levels of Understanding and Patterns of Use	(L) Technology Budget Allocated to Technology Professional Development
Technology literacy skills	10 % meet SBEC proficiencies and implement in the classroom	Recognizes benefits of technology in instruction Minimal personal use	Whole group	Most at entry or adoption stage (Students learning to use technology; teachers use technology to support traditional instruction)	5% or less
Technology, including multimedia and the Internet, in support of learning Use of technology in the administration and management of classroom	30 % meet SBEC proficiencies and implement in the classroom	Supports use of technology in instruction Uses technology in some aspects of daily work	Whole group, with follow-up to facilitate implementation	Most at adaptation stage (Technology used to enrich curriculum) Most beginning to use with students	6-24 %
Integration of technology, including multimedia and the Internet, into the curriculum and instruction	50 % meet SBEC proficiencies and implement in the classroom	Recognizes and identifies exemplary use of technology in instruction Often uses technology skills in daily work such as research and communications	Coaching, modeling best practices, campus-based mentoring Involvement in a development/ improvement process Study groups	Most at appropriation stage (Technology is integrated, used for its unique capabilities)	25-29 %
Creation and communication of new technology-supported, student-centered projects Vertically aligned integration of all Technology Application TEKS	100 % meet SBEC proficiencies and implement in the classroom	Promotes exemplary use of technology in instruction Models use in daily work in communications, presentations, on-line collaborative projects, and management tasks Advocates to the community integration of technology in instruction	Creates communities of inquiry and knowledge building Anytime learning available through a variety of delivery systems Inquiry/action research Individually guided activities	Most at invention stage (Teachers discover and accept new uses for technology)	30 % or more

No matter where a school falls along the spectrum, the Texas STaR Chart offers valuable information that initiates discussions, drives decisions, and produces results.

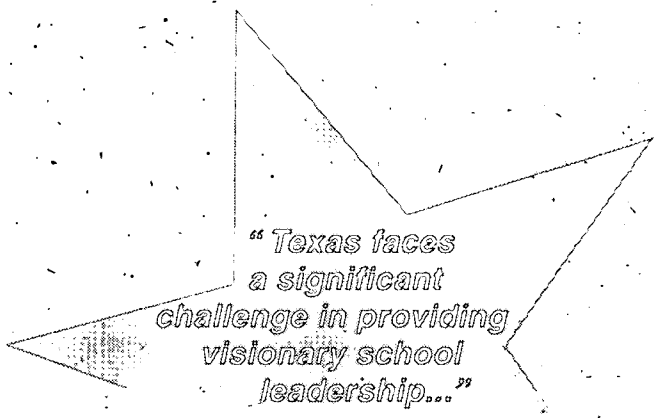
ADMINISTRATION AND SUPPORT SERVICES				
(M) Vision and Planning	(N) Technical Support	(O) Instructional and Administrative Staffing	(P) Budget	(Q) Funding
No technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, gradebooks	No technical support on-site; technical support call-in; response time greater than 24 hours	No full time dedicated Technology Coordinator Campus educator serving as local technical support	Budget for hardware and software purchases and professional development	Technology allotment only
Technology plan aligns with the Texas LRPT; integrated into district/ campus plans; used for internal planning, budgeting, applying for external funding and discounts Teachers/administrators have a vision for technology use for direct instruction and some student use	At least one technical staff to 750 computers Centrally deployed technical support call-in; response time less than 24 hours	Full-time Technology Coordinator/Assistant Superintendent for Technology Centrally located instructional technology staff; one for every 5,000 students Additional staff as needed, such as webmaster, network administrator and help-desk staff	Budget for hardware and software purchases and professional development, minimal staffing support, and some ongoing costs	Technology allotment and minimum grants/ minimal local funding
In addition to the above, the technology plan is approved by the board and supported by superintendent Plan collaboratively developed, guiding policy and practice; regularly updated Addresses Technology Application TEKS and higher order teaching and learning	At least one technical staff to 500 computers Centrally deployed and minimal campus-based technical support on-site; response time is less than 8 hours	Full-time Technology Coordinator/Assistant Superintendent for Technology Centrally located instructional technology staff; one for every 1,000 students Additional staff as needed	Budget for hardware and software purchases and professional development, adequate staffing support, and ongoing costs	Technology allotment, TIF and/or TIE grants, E-Rate discounts applied to technology budget, locally supplemented through tax dollars
In addition to the above, the technology plan is actively supported by the board Plan is collaboratively developed, guiding policy and practice; updated at least annually The plan is focused on student success; based on needs, research, proven teaching and learning principles	At least one technical staff to 350 computers; centrally deployed and dedicated campus-based Technical support on-site; response time is less than 4 hours	Full-time Technology Coordinator/Assistant Superintendent for Technology Dedicated campus-based instructional technology support staff--one per campus plus one for every 1,000 students Additional staff as needed	Budget for hardware, software, sufficient staffing support, costs for professional development, incentives for professional development, facilities, and other ongoing costs Appropriate budget to support the district technology plan	Technology allotment, TIF, TIE, other grants, E-Rate discounts, locally supplemented through tax dollars Other state and federal programs directed to support technology funding, bond funds, business partnerships, donations, foundations, and other local funds designated for technology

"Insanity is doing the same thing over and over again and expecting different results."

- Albert Einstein

INFRASTRUCTURE FOR TECHNOLOGY				
(R) Students per Computer	(S) Internet Access Connectivity/Speed	(T) Distance Learning	(U) LAN/WAN	(V) Other Technologies
One computer per classroom or 10 or more students per computer	Dial-up connectivity to the Internet available only on a few computers	Satellite based at a single campus	Limited print/file sharing network at each campus Some shared resources	Shared use of resources such as, but not limited to, TVs, VCRs, digital cameras, scanners, classroom sets of programmable calculators
Less than 10 students per computer	Direct connectivity to the Internet available at each campus and in most rooms Adequate bandwidth to the campus to avoid most delays	Web-based/on-line learning Satellite-based learning over video distribution network Two-way distance learning classroom in at least one campus in the district	Most rooms connected to the LAN/WAN at each campus with student access Minumum 10/100 Cat 5 hubbed network High-end servers, such as Novell or NT servers, serving some applications on each campus/district	Dedicated teacher computers, teacher telephone in classroom Shared use of resources such as TVs, VCRs, digital cameras, scanners, classroom sets of programmable calculators and scanners digital projectors and analog video cameras
Less than 5 students per computer	Direct connectivity to the Internet in all rooms on all campuses Adequate bandwidth to each classroom over the local area network (at least 10/100 MB LAN) to avoid most delays Easy access for students and teachers	Web-based/on-line learning Satellite-based learning over video distribution network Two-way distance learning classroom in at least 1/3 of the campuses in the district	All rooms connected to the LAN/WAN at each campus with student access Minumum 10/100 Cat 5 switched network High-end servers, such as Novell or NT servers, serving multiple applications on each campus/district	Dedicated and assigned use of commonly used technologies such as computers with projection devices, TVs, VCRs, programmable calculators assigned to each student, and telephones Shared use of specialized technologies such as digital cameras, scanners, document cameras and projectors, and digital video cameras
One student per computer (or as recommended by the *Texas Long-Range Plan for Technology*) One computer per teacher (or as recommended by the *Texas Long-Range Plan for Technology*)	Direct connectivity to the Internet in all rooms on all campuses Adequate bandwidth to each classroom over the local area network (at least 100 MB or fiber network LAN) Easy access for students and teachers including some wireless connectivity	Web-based/on-line learning Satellite-based learning over video distribution network Two-way distance learning classrooms in each of the campuses in the district	All campuses connected to the WAN sharing multiple district-wide resources Robust WAN with 100 MB/GB and/or fiber switched network that allows for resources such as,but not limited to, video streaming and desktop teleconferencing Easy access to network resources for students and teachers, including some wireless connectivity	Fully equipped class rooms with all the technology that is available to enhance student instruction readily available including all the above as well as the use of new and emerging technologies such as PDAs and IP telephony

"Issues of support and maintenance for the existing and evolving technologies will test our true commitment to connected schools."



Challenges in Administration and Support Services

The process of integrating technology in schools is, in itself, systemic school reform. It is complex schoolwide innovation, and, as such, vision-building, administrator commitment, and skilled leadership play pivotal roles in success. Texas faces a significant challenge in providing visionary school leadership with the necessary background and requisite skills to lead and nurture the changes technology brings.

Rapid changes on many fronts make it virtually impossible for any individual within a school system to maintain the necessary knowledge to represent all facets of planning for and implementing technology. For this reason, collaborative and ongoing planning consistent with the TLRPT and articulated with campus and district plans is necessary if schools are to see improved student learning, increased productivity, and more efficient operations. Realizing the vision of technology requires a district leader who articulates and advocates a vision of what technology can do for teaching and learning and school operations.

Systems of technical support, staffing patterns, budgeting functions, and funding acquisition require ongoing professional and staff growth. Appropriate technical support services, yet to be defined, are required in order to maximize educational benefits from our investment in technology. Schools are vulnerable to special challenges to staff retention as personnel demands grow in the booming digital and IT sectors. School decision-makers are challenged to budget real costs of technology, both initial and ongoing, and to secure funding to support that budget.

Infrastructure for Technology

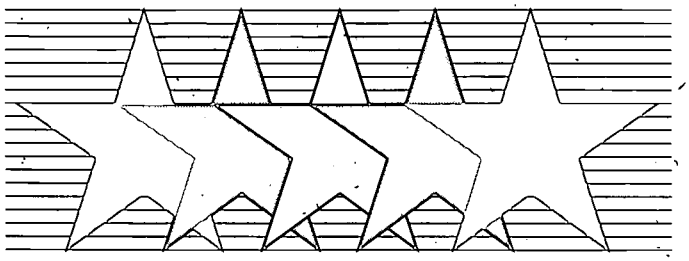
Texas has made tremendous strides during the last half-decade in connecting schools to each other, to external resources, and to the Internet. Texas schools have been fortunate to have the support of the Texas legislature and the federal government in building the technology infrastructure for schools through direct funding, grants, and discounts. As a result of this, districts have begun to build the infrastructure that will allow students and teachers to make use of the resources and tools that are basic and necessary for educating students today and in the future. Challenges clearly remain, however. Not all districts, campuses and classrooms have the connectivity and tools that they need to fully integrate technology into the teaching and learning process. Work remains to ensure that this connectivity reaches all instructional and professional work areas, and that infrastructure capacity supports promising practices in instruction, school leadership, and operations.

Issues of support and maintenance for the existing and evolving technologies will test our true commitment to connected schools. Maintaining funding levels, securing and retaining qualified staff to maintain the infrastructure, upgrades, and increasing demands for greater bandwidth all provide significant challenges for schools.

The infrastructure of a school is a critical element of support for all four areas: administration, teaching and learning, and educator preparation and development. While school connectivity presents tremendous challenges, implementing that connectivity offers new and exciting opportunities for transforming the institution of schooling.

Summary

Learning for the 21st Century requires new skills, new tools, and new knowledge. Students today must learn different ways to work with tools, different ways to work with information, and different ways to work with people. Our students will function in ever-changing and richly diverse workgroups that often cross national boundaries. One of the greatest challenges our schools face is ensuring that each student is equipped to flourish within a wide array of learning and work communities. Today's world demands this, and technology facilitates it. Schools must also foster flexibility - for the 21st Century will require of its citizens continuous and significant change. Finally, precisely because of ongoing change, Texas students must learn to learn, and develop skills and habits of learning that will serve them for a lifetime.



Glossary

Collaboratively Developed Technology Plan
Plan for the use of technology in a campus or district developed with active involvement of teachers, school staff, administrators, students, industry representatives, and other community representatives.

Collaborative Learning
An instructional strategy in which several students work together on an assignment, with individuals sharing responsibility for various tasks in an interactive process of ongoing dialogue.

Computer
Multimedia Internet-accessible workstation.

Community of Inquiry
A group of persons who engage in ongoing dialogue about questions of shared interest or mutual concern, for the purpose of generating
(1) workable, productive solutions to meaningful problems, or
(2) an enhanced base of knowledge related to the common interest.

Digital Content
Digital content is the digitized multimedia material that calls upon students to seek and manipulate information in the collaborative, creative and engaging ways that make digital learning possible. It includes video on demand, software, CD-ROMs, web sites, e-mail, on-line learning management systems, computer simulations, streamed discussion, data files, databases and audio.

Easy Internet Access
Ready access to a computer connected to the Internet with a priority of student use in reasonable proximity.

Flexible Scheduling
A strategy for providing access to an educational resource that permits use as needed rather than on a predetermined structured schedule.

Standards

State Board for Educator Certification Standards for All Teachers

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Stages of Professional Development (CEO Forum STaR Chart)

Entry/Adoption Stage. Educators move from the initial struggles to learn the basics of using technology to successful use of technology on a basic level (e.g., integration of drill and practice software into instruction).

Adaptation Stage. Educators move from basic use of technology to discovery of its potential for increased productivity (e.g., use of word processors for student writing, and research on the Internet).

Appropriation Stage. Having achieved complete mastery over the technology, educators use it effortlessly as a tool to accomplish a variety of instructional and management goals.

Invention Stage. Educators are prepared to develop entirely new learning environments that utilize technology as a flexible tool. Learning becomes more collaborative, interactive and customized.

National Staff Development Council Standards

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Related Web Sites

http://www.tea.state.tx.us/

This site for Texas educators provides immediate information needed daily in schools. Keep it bookmarked also for quick links to Education Service Centers and the State Board for Educator Certification.

http://www.tifb.state.tx.us/

The TIF site connects educators to grant programs available to all Texas schools. An electronic curriculum for TIF Tech training is also located at this site.

http://www.sbec.state.tx.us/

Technology standards information at this site assists educators in planning for quality professional development programs. In addition, the State Board of Educator Certification provides information on certifications for all professional educators.

http://www.tcea.org/

The Texas Computer Education Association supports educators in learning about technology and using it in the classroom. As sponsor of the largest Texas conference focusing on educational technology, the organization provides on-line registration, program information, and student and teacher contest information.

http://www.iste.org

The International Society for Technology in Education provides major resources for educators who strive to integrate technology, teaching, and learning. Standards are available for both students and teachers at this site. The ISTE professional journals detail excellent examples of the integration of technology into the curriculum. Both individual and district memberships are available.

http://ceoforum.org

The CEO Forum provides reports on the status of educational technology in the United States in the areas of infrastructure, professional development, digital content, and accountability. The K-12 STaR Chart, a web-based tool, allows both districts and campuses to self-assess components of a total technology program.

http://www.cosn.org/

The Consortium for School Networking promotes the use of telecommunications to improve K-12 learning. "Taking Total Cost of Ownership to the Classroom" is just one of their superior vendor neutral resources for schools.

http://www.nsdc.org

The National Staff Development Council gives districts information not only on high-quality training programs with intensive follow-up and support, but also other growth-promoting processes such as study groups, action research, and peer coaching. NSDC, as an organization, believes that staff development is fundamentally people improvement. The "Library" offers excellent full-text professional articles.

http://tasanet.org/depserv/profdev/Tech_leadership_academy.html

The Texas Association of School Administrators with Texas Tech University, the Texas Business and Education Coalition (TBEC), and Texas Computer Education Association will train approximately 50 percent of all Texas superintendents and principals during the three-year period beginning in the 2000-2001 school year. The project is funded through the Bill and Melinda Gates Foundation.

http://www.concord.org/

The Concord Consortium, a leader in research and development, centers its work on change in schools through the use of information technologies. Schools will find useful information concerning on-line professional development and the Virtual High School.

http://www.ncrel.org

The North Central Regional Educational Laboratory helps schools and students reach their full potential as it specializes in educational applications of technology to improve learning. Many resources are located at this site.

http://www.mff.org/edtech/

The Milken Family Foundation site provides professional development information as well as high school science inquiry-based learning programs, best practices for middle schools, and reading programs proven to be effective. Their Seven Dimensions for Gauging Progress guides educators in assessing whether or not their schools provide the conditions necessary for improving student learning with technology.

http://www.ed.gov/offices/OERI/ORAD/LTD/newtech_progs.html

These exemplary and promising educational technology programs may help districts create quality, effective, and useful projects within their communities.

Educational Technology Advisory Committee

1999 - 2001

Authority

The Educational Technology Advisory Committee, ETAC, is authorized by the Texas Education Code, 7.055.11. The function of the Educational Technology Advisory Committee is to work in an advisory capacity to increase the equity, efficiency, and effectiveness of student learning, instructional management, staff development, and administration. The efforts of this committee will be in the development, implementation and evaluation of technology guidelines to provide districts with the tools for self-assessment to aid in the effective integration of technology across the curriculum. The committee will bring collective information from across the state and nation to assist in the identification of the needs and future directions of educational technology related to appropriate use of technology, technology proficiencies for teachers, staff development needs for pre-service and in-service teachers and digital content needs.

Charge

The 1999-2001 Educational Technology Advisory Committee shall provide recommendations to the Texas Education Agency regarding the leadership role of the agency in providing schools the technology tools, products and information they need to make decisions, to educate, to plan and to learn. The efforts of the committee should focus on development, implementation, and evaluation of technology guidelines to provide districts with tools for self-assessment to aid in the effective integration of technology across the curriculum.

The Texas STaR Chart was developed by the ETAC after reviewing multiple assessment tools, such as the CEO Forum STaR Chart, the Milken Exchange Seven Dimensions, ISTE Standards, tools from NCREL, SREB, the USDOE, and other resources.

The resulting draft of the Texas STaR Chart uses knowledge gained from all resources and is patterned after the CEO Forum STaR Chart, with all aspects correlated to the Texas Long-Range Plan for Technology.

Timeline

Fall 1999

Committee selected and approved
First meeting held December 9, 1999
Received and clarified committee charge

Spring of 2000

Formed sub-committees based on TLRPT
Researched exsisting tools and resources and developed criteria and questions to be answered

Summer of 2000

Developed Rubric with measurement and scale

Fall 2000

Developed draft of Texas STaR Chart
Pilot the assessment tool with select group
Recommend refinements

Spring 2001

Release draft of Texas STaR Chart for field testing by various stakeholders
Obtain input from stakeholders
Refine survey
Release on-line version for field test

Fall 2001

Implement Texas STaR Chart

Spring 2002

Release first report

Fall 2002

Include report in the Progress Report on the Long-Range Plan for Technology to the 78th Texas Legislature

Using the Texas STaR Chart, select the cells in each category that best describe your district.
Enter the corresponding number in the chart below using this scale.

1 = Early Tech 2 = Developing Tech 3 = Advanced Tech 4 = Target Tech

Key Area I: Teaching and Learning

A. Teacher Role and Collaborative	B. Patterns of Teacher Use	C. Frequency/ Design of Instructional Setting	D. Curriculum Areas	E. T.A. TEKS/ Assessment	F. Pattern of Student Use	*Total

Key Area II: Educator Preparation and Development

G. Content of Training	H. Patterns of Teacher Use	I. Leadership and Capabilities of Administrators	J. Models of Professional Development	K. Levels of Understanding and Patterns of Use	L. Technology Budget for Technology Professional Development	*Total

Key Area III: Administration and Support Services

M. Vision and Planning	N. Technical Support	O. Instructional and Administrative Staffing	P. Budget	Q. Funding	*Total

Key Area IV: Infrastructure for Technology

R. Students per Computer	S. Internet Access/ Connectivity/ Speed	T. Distance Learning	U. LAN/WAN	V. Other Technologies	*Total

Key Area Summary

Copy your Key Area totals into the first column below and use the Key Area Rating Range to indicate the Key Area rating for each category.

Key Area	*Key Area Total	Key Area STaR Classification		
I. Teaching and Learning	_____	_____		
(6 - 8 Early Tech	9 - 14 Developing Tech	15 - 20 Advanced Tech	21-24 Target Tech)	
II. Educator Preparation and Development	_____	_____		
(6 - 8 Early Tech	9 - 14 Developing Tech	15 - 20 Advanced Tech	21-24 Target Tech)	
III. Administration and Support Services	_____	_____		
(5 - 7 Early Tech	8 - 12 Developing Tech	13 - 17 Advanced Tech	18 - 20 Target Tech)	
IV. Infrastructure for Technology	_____	_____		
(5 - 7 Early Tech	8 - 12 Developing Tech	13 - 17 Advanced Tech	18 - 20 Target Tech)	

District Name: _____ County/District Number: _____

School Year: _____ Data Completion Date: _____

Completed by: _____ Email: _____

Please go to the on-line STaR Chart Assessment (www.tea.state.tx.us/technology/etac/txstar) to enter your results and print summary charts and . Additional statewide aggregated data will be available in Fall 2001.

Educational Technology Advisory Committee

Texas Education Agency

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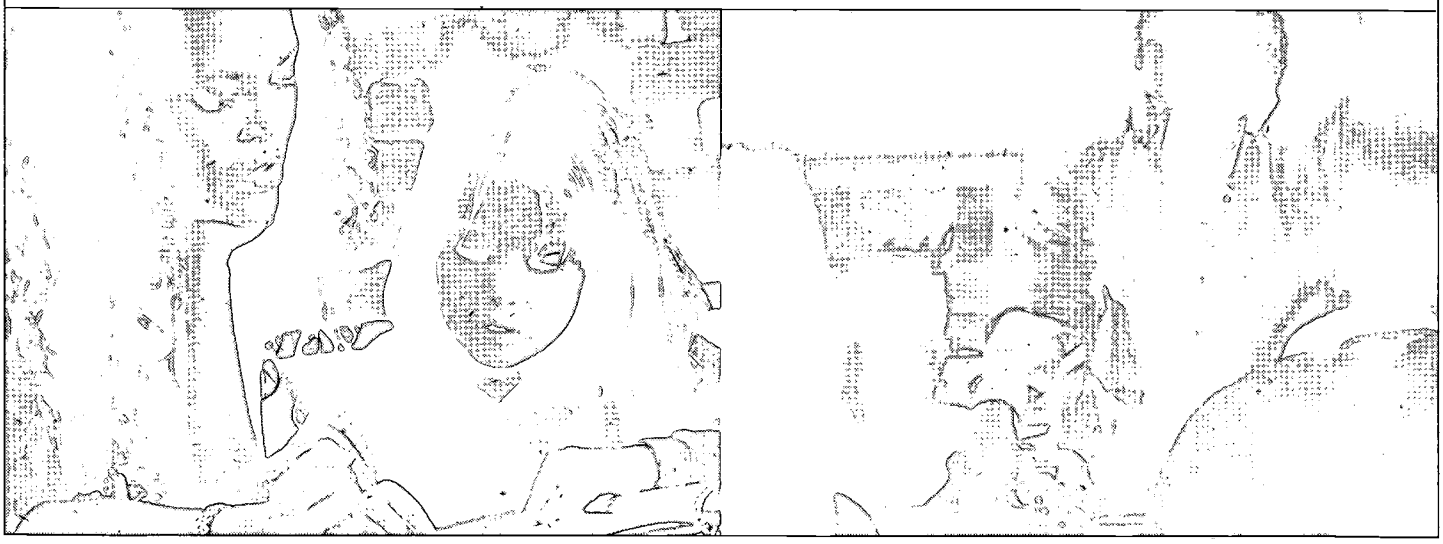
Additional information on the
Educational Technology Advisory Committee
is available on the World Wide Web at
www.tea.state.tx.us/technology/etac



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